

SOUTH DAKOTA BOARD OF EDUCATION

Meeting Minutes, November 14-15, 2006, Kneip Building, Pierre, South Dakota
The South Dakota Board of Education convened a regular meeting at 8:00 a.m. on
November 14-15, 2006, in
Conference Room Three at the Kneip Building in Pierre, South Dakota.

Board Members

Kelly Duncan, President; Roger Porch, Vice President; Glenna Fouberg; Jack Broome; Marilyn Hoyt; Jan Nicolay; Clint Waara; and Patricia Simmons were present

Department of Education Staff Present

- Rick Melmer, Secretary, Office of the Secretary
- Jennifer Neuhauser, Assistant Director, Office of Accreditation & Teacher Quality
- Wade Pogany, Director, Office of Curriculum and Instruction
- Melody Schopp, Director, Office of Accreditation & Teacher Quality
- Kari Senger, Director, Coordinated School Health, Office of Educational Services and Support
- Stephanie Weideman, Director, Office of Curriculum, Technology & Assessment
- Shannon Schweitzer, Reading Curriculum Specialist
- Stephani Lebeda, Title III Coordinator
- Linda Turner, Special Education

Others Present

Approximately 16 additional individuals attended all or part of the meeting. A list of those who signed the meeting register is filed in the board secretary's office.

AGENDA ITEM 1.0 - Adoption of November 13, 2006, Agenda

Motion by Marilyn Hoyt and second Roger Porch to adopt the November 13, 2006 agenda. The motion carried.

AGENDA ITEM 2.0 – Approval of the September 18 -19 Meeting and Public Hearing Minutes

Motion by Glenna Fouberg and second by Jack Broome to adopt the September 18-19 meeting and public hearing minutes. Motion carried.

AGENDA ITEM 3.0 – Technical Schools Update

Chris Paustian, President Mitchell Technical Institute, brought a booklet for the program MTI is doing in the utility industry in South Dakota and USA. MTI already has two primary utility programs: propane/natural gas and electric utilities and they support the wind industry. The current programs are at capacity for enrollment and are growing every year.

Paustian spoke of a regional training center for students that will benefit businesses and industry in the future and will require the Board of Education approval. Part of the request will affect bonding authority.

A utility training field, funded by GOED, will serve students, business, and industry throughout the community and surrounding areas. Partners have been committed towards funding \$500,000. Paustian's proposal included map of two 17-acre plots that will begin development in the spring of '07.

Five and a half million dollars is the projected budget with the project being completed in two years. Facility fees, capital expenditures and financing will be discussed in the future with the BOE.

Paustian explained that MTI is working in conjunction with Yankton on industry development within the city.

A Regional Technical Consortium has begun construction and there have been a number of meetings between MTI, the community and business leaders.

Jeff Holcomb, Southeast Technical Institute, (SETI), is working with the Clemmens Group to evaluate what can be done to improve the relationship with the industries. These specific industries are where a large portion of their students train to gain employment upon graduation.

Healthcare, construction, and financial services were the three areas the group pinpointed as the main areas for partnerships. There has been an initial meeting with the healthcare industry, where they enjoyed a good turn out. Holcomb said the report will be made available to the public on December 5, 2006.

Melmer inquired about the development of the SETI Foundation and Holcomb informed the BOE that it is in the beginning phases and will take approximately five years. SETI has hired a new foundation organizer and they are pursuing many avenues. The primary funding raised will go towards scholarships.

AGENDA ITEM 4.0 – Update Technical Schools Governance

Mitch Richter conveyed that an initial meeting was held between the BOE and the technical school presidents several weeks ago to discuss the governance issue. Discussions have also taken place with local school boards throughout South Dakota. Richter suggested a conference call in December with a sub-committee of the BOE.

Duncan asked what the BOE could do to assist the technical schools to reach their goals. Richter stated that discussions are being held in communities and legislators are beginning to work towards a collective change while they also have a very specific "look" that they are trying to achieve. Richter stated they are working towards the change from the Governor's office and in order for funding to change, the governance must change.

None of the technical schools currently receive school and public lands funding. The technical schools are looking to put together legislation for the 2007 session that would allow them to receive funding. New funding streams are being pursued for the equipment replacement, program development and several other areas.

LATI completed the Higher Learning Self-Study and has been reaccredited for another 10 years.

AGENDA ITEM 5.0 - Review of Administrative Rule Waivers

A survey was done by Jennifer Neuhauser concerning the Algebra 1 waivers in SD. Seventy-two districts have a waiver for Algebra 1 with only 47 responding to the survey.

Three questions were asked on the survey: who takes Algebra I, how many students take Algebra 1, and how schools assess Algebra 1. Dakota STEP results and teacher recommendations are used to put students on the advanced math track. Six districts use Algebra 1 in 8th grade, which is averaging 20 students per class.

Melmer stated Minnesota has passed a law that all students must take Algebra 1 before they graduate from high school. Concern was raised about the offering of Algebra 1 at the 6th and 7th grade level.

Neuhauser stated that a Sioux Falls school wanted a waiver for 6th graders to take Algebra 1. (A letter was referenced, sent in May 24, 2006, stating that the Sioux Falls school district was informed that they had not been given the okay to offer course work at the 7th grade level that would count towards high school graduation.)

The issue was further clarified with another letter in September 2006 allowing the Algebra 1 waiver for 8th graders only.

Parents have been calling concerning their students who have taken Algebra 1 in the 8th grade. If Algebra 1 does not count, will their student be eligible for the South Dakota Opportunities Scholarship and will they be able to graduate on the distinguished graduation pathway? Neuhauser stated that yes, the student is still eligible and has made that clarification to all school districts. Neuhauser also explained that if a child is going to take Algebra 1 in the 7th grade, they are likely to take four more years of higher mathematics.

Melmer expressed that it is imperative that the BOE and BOR are on the same page about all waivers.

Neuhauser explained that the letter sent to the school district about the algebra waivers could have been more clear and specific.

Melmer fielded questions from BOE members about the waivers and felt that it was important that there be some type of formal exam to ensure the rigor of mathematics is upheld and learned.

Duncan suggested to further pursue the discussion about schools that use the waivers as their standard. All BOE wanted to know is how schools are able to ensure that every student is ready to take this level of class.

Nicolay was more concerned that schools, which have waivers in their school district, responded with "Non Applicable" on the survey when asked how their students are recommended to take this level of class. This left the DOE and BOE with no inclination about how students perform.

Porch wanted to know the history of this current standard, was it evolutionary or arbitrary. Schopp stated that part of the evolution was from the need to consolidate classes in smaller districts.

The BOE members agreed to have Neuhauser bring a proposal to the January meeting that clearly state what constitutes 8th grade algebra, 7th grade algebra and should there be end of year testing.

Nicolay requested a copy of the "new" waiver request from the Sioux Falls School District from Neuhauser.

AGENDA ITEM 6.0 – NRT-CRT South Dakota Testing Transition Plan

Wade Pogany addressed the South Dakota testing program transition plan stating that South Dakota is changing from norm reference testing (NRT), towards NCLB with criterion reference testing (CRT) on the Dakota STEP.

Dakota STEP currently contains both NRT and CRT components. DOE will be transitioning away from NRT throughout 2008. Both norm referenced and criterion referenced results will be available in both mathematics and reading in the spring 2007 and the NRT items will be fully eliminated in the spring 2008. All other norm referenced subtests will be eliminated from the Dakota STEP in the spring 2007.

NCLB requires that science be added to state assessment systems by 2008 and South Dakota has elected to include a CRT science assessment in grades 5, 8 and 11 beginning in the spring 2007.

Overall, removing norm referenced items allows the reduction of testing hours students have and allows the DOE to gain understanding of how students are performing relevant to proficiency. This is costly but must be done and the Technical Advisory Committee (TAC) agrees that this is the avenue to go.

Pogany stated that any CRT must have alternative assessment for students with severe cognitive disabilities. Field questions will be added to the tests during 2007-08 and then each question will be pulled out to use as a baseline for data. Also included were colony and Native American students that represent the population throughout the state

Melmer wanted to know how well school districts were informed of changes in testing. Pogany explained that most of the districts were not aware and this is a concern that will be addressed.

AGENDA ITEM 7.0 – Proposal of new South Dakota Content Standards revision cycle

Wade Pogany presented the content standards revision cycle draft and asked for a 7-year cycle in the future. Reasoning behind this change:

1. National trends have moved towards seven plus years cycles;
2. Every time standards are changed there must be a review of the Dakota STEP test; which involves 12 technical steps that must be done to change the Dakota STEP test;
3. There is no time to analyze how the standards are performing over a four year period; and
4. It is important for teachers to revise curriculum continually.

Motion: Pogany asked for Board adoption of the draft of the SD content standard revision cycle. Motion by Nicolay and second by Broome. The motion carried.

AGENDA ITEM 8.0 – First Reading - Revised Reading/Language Arts Standards

Shannon Schweitzer, DOE, Shirley Premmen from Gettysburg, Doris Stiles from Pierre and Becky Wahl, St Joseph's in Chamberlain are part of a group of educators that assisted in creating the reading/language arts standards. Creating rigorous standards that have measurable outcomes in a teacher friendly document was one of their main objectives.

Much time was spent investigating standards and other state standards. Changes in reading included information from the National Reading Panel with the five areas of phonics, phonemic awareness, fluency, vocabulary, and comprehension included.

Writing standards focus on applications and conventions enabling the group to define it to two indicators. Listening and viewing were combined with speaking out of necessity to create focused, measurable standards.

Stiles and Wahl took the BOE through an example of a standard stating that teachers now can more readily apply standards in their classrooms. They also shared the reference materials that are taught.

Schweitzer explained the unpacked version would be the primary focus when the rollout sessions begin. Performance descriptors are being worked on as well as the glossary and resources that are included in the standards. External reviews to meet the requirements for the peer review are the next steps for the committee.

The rollout, possible in the summer of 2007, will happen through one-day workshops that will assist with teaching strategies and resources and will be broken down by grade groups.

Schweitzer asked that the BOE approve the first reading so they may come back in March for the public hearing.

Motion: Motion by Fouberg and second by Broome to adopt the revised reading/language arts standards move to a public hearing during the March Board meeting. Motion carried.

AGENDA ITEM 9.0 – First Reading - English Language Proficiency (ELP) Standards

Stephani Lebeda passed around the current ELP standards that were approved in 2004. The current ELP standards are required under Title III of the NCLB law. The current standards were approved in 2004 but they are missing a required link to the language of science content. TAC committee recommended an outside expert review the Title III system, specifically the standards and assessment for English language learners and recommend several ELP standard revisions.

Also affected is the annual assessment for ELP. Currently the Dakota ELP test is used and it must be aligned to the standards. Once new standards are approved that will be the next step.

The outside facilitator, an ELP and content standards expert, along with 24 teachers, colony members, refugees/immigrants and Native Americans worked toward creating a link to the standards. Their goal was to have a uniform standard sheet across the board to avoid mistakes.

The revised standards are administered by grade span, with the exception of kindergarten due to ages. This allows for a better assessment for the primary age groups.

The standards are broken down into listening, speaking, reading and writing. The current standards will have a domain list at the top of the sheet with the goal of incorporating both the social and academic. The indicators are similar to the revised standards with two indicators for listening, two indicators for speaking, four indicators for reading and three indicators for writing

The previous standards had five proficiency levels and this has been pared down to four through combining the pre-emergent and emergent.

Currently two tests are used to identify ELP students throughout South Dakota, including Hutterite colonies: Idea Proficiency Test, (IPT), and the Language Assessment Scale test (LAS). LAS is primarily used in the Native American schools.

Melmer questioned when a student enters a new school and is within the Dakota STEP test window, how are they identified as an ELP student. Lebeda explained within the first 12 months, the ELP or the IPT will count for participation purposes for the reading state test, but that the student will have to take the math and science test. Beyond one year, the student must take all the assessment tests within those areas.

Stephani Lebeda explained that an ELP partnership was created based on peer review results that came back from Title 1. This was not a concern for South Dakota.

Motion: Motion by Fouberg and second by to Waara move to a public hearing during the January Board meeting. Motion carried.

AGENDA ITEM 10.0 – TEACHER QUALITY UPDATE

Melody Schopp stated that highly qualified teachers must have the three requirements to be highly qualified: 1) full state certification, 2) a bachelor's degree, and 3) either a major, or pass a rigorous test. This definition was put together by the federal government.

For special educators two options may be used to demonstrate highly qualified teacher status. They may either work in consultation with an educator that is highly qualified in core content or must be highly qualified in each content area themselves.

Schopp explained that the highly qualified definition is only calculated for core content. Core content consists of language arts, math, science, social science, fine arts and world language. Highly qualified is calculated by classes not by the teacher.

Schopp informed the BOE that the breakdown for certification type is showing 472 classes are being taught in South Dakota where the teachers are not highly qualified, 29 teachers are alternatively certified, 81 teachers are not certified at all, and 361 are teaching out of their field.

The E-Learning Center is covering some of the schools that cannot get a math or science teacher. Teach for America teachers are HQT and are helping to fill gaps but they will not alleviate a short fall of teachers.

Schopp stated that South Dakota's HOUSSSE rules allowed us to determine the teachers that had three years of experience in addition to a content major or endorsement to be deemed as highly qualified. This varies from state to state and it has made it hard to compare with the requirements for NCLB.

The biggest concern from USDOE is the inequitable distribution of staff throughout the state. Getting teachers onto the reservation and sparse districts is an ongoing issue. How to attract teachers to those areas is a concern that will be addressed in the future.

Each district must submit a plan to the DOE stating how they are going to get their teachers to be highly qualified before the end of the year. Schopp stated that we need a state plan that focuses on how we are going to elevate our issues to support and entice teachers into SD.

Melmer shared that South Dakota is one of nine states with full approval by USDOE for HQT standards through Melody's direction.

DOE is exploring the possibilities for principals to let us know, through evaluation, how their first year teachers are doing as well as what state institution they attended.

Nicolay voiced her concern about teachers in positions for lengthy amounts of time and the importance of them being revitalized and kept updated. Schopp referenced the Project Select program in Rapid City schools which connects experienced teachers with new teachers and the benefits to both.

Duncan pointed out the drastic drop in education major enrollments in comparison to those that actually completed the program.

The number of certifications for the state was shared. Schopp stated that over 900 10-year certificates were issued last year.

Schopp stated that the Praxis tests are given seven times a year on campuses. South Dakota had 3,240 individuals take the Praxis test and 3,063 passed. 94.53% of students who took the test passed last year. The challenges are the lapsed certificates require testing in all content areas plus coursework.

Multi-subject tests were removed because a tester could pass one portion of the test, having not passed other sections and yet have it stated on their certificate that they were able to teach the classes.

Schopp stated that highly qualified administrators were discussed as a possibility for the NCLB reauthorization.

In reauthorization of NCLB, the discussion is pointing towards teacher "effectiveness" to supplement teacher "quality".

AGENDA ITEM 11.0 – Vision and Voice: A Year in Review of the South Dakota Teacher of the Year 2006

After completing her year as the 2006 Teacher of the Year, Barb Dowling shared her adventures with the BOE. Dallas, Texas was the location for the Leading, Teaching, and Learning: Vision & Voice conference where Dowling heard about NCLB reauthorization and programs on school leadership and leadership dispositions.

Dowling shared that it is good for pre-school educators to be recognized. Mary Beth Blegen, 1996 Teacher of the Year, challenged all participants to "make things happen in your state."

In April 2006, Dowling headed to Washington DC where she had lunch at the White House and met President Bush, went to the Smithsonian Institute, had training with the SMARTer Kids Foundation and a day with the Discovery Television Channel.

It was off to Space Camp in Huntsville, Alabama in July where she heard Grace Corrigan speak about her daughter Christa McAuliffe and her road to space. Astronauts spoke to the group about goals and dreams.

Princeton, NJ was the concluding conference for Dowling where the group shared their experience as the Teacher of the Year and discussed how to apply what they have learned in their year back home.

One of the most surprising things Dowling took away from her year as the SD TOY is there are people that have done incredible things in this world and they have respect for her and the teaching profession.

Melmer expressed he was impressed with Dowling's passion as well as dedication and expected that Dowling will have a lot more to do with South Dakota's early education issues.

AGENDA ITEM 12.0 – Northern State University Teacher Education Program

Approval

Donna Goldammer stated that once every seven years institutions providing teacher education are reviewed and subject to approval by the state Board of Education and NCATE. A state team from the South Dakota Board of Education, Office of Accreditation and Teacher Quality and the National Council for Accreditation of Teacher Education (NCATE) did an onsite review of Northern State University.

Goldammer stated that institutions that are accredited by NCATE are considered to have met the requirements of ARSD 24:16:03:07. The remaining requirements in Article 24:16 are met through state approval.

One hundred fifty four strand standards were reviewed from Article 24:16. Twenty-five of the program standards were rated as met with strength, 121 were rated as met, and eight were met with weakness.

Dr Petrie and Jennifer Neuhauser have met and addressed the standards that met with weakness and determined a plan on how to address them. Neuhauser stated the program design will be acceptable and strands that met with weakness can be overcome within the next year, or prior to the next review.

Suggestions were also given by the team including the examination of the Middle School methods components for Elementary, 7-12 and K-12 so the students develop strength in that area as well as specialized areas. Candidates at all three levels expressed they likely would pass the PRAXIS test in their content area, but would like more methods in their area.

Goldammer relayed that at the state and NCATE level as that at the advanced level to develop and utilize a broader range of assessments for the candidates in the program and program completers so that performance is better analyzed thus making it easier to plan and implement program change.

The NCATE board sent a letter stating that the Unit Accreditation Board is continuing the accreditation of the School of Education at Northern State University at the initial preparation and at the advanced preparation level without probation.

Goldammer shared the areas in need of improvement: Unit does not collect, aggregate and analyze data on candidate dispositions for all programs; data showing candidate impact on student learning are not collected, recorded, aggregated and analyzed; assessments are not correlated with the conceptual framework of National Standards and do not address such components such as dispositions, use of technology and impact on the students learning; unit does not insure that reflection and feedback are systematically

used to enhance field experiences and clinical practices; candidates have limited opportunities to interact with faculty of diverse cultural backgrounds; unit does not ensure that all candidates have field experiences with diverse students; candidates have limited opportunities to interact with diverse peers; faculty do not integrate diversity of technology throughout their teaching; unit does not maintain data on cooperating teachers to ensure they meet established criteria; and the unit does not have a sufficient number of staff to support the programs.

Goldammer stated that NCATE felt these issues were not strong enough to withhold approval. Nicolay suggested that we delay the discussion until the BOE gets the entire report.

Motion: Motion by Nicolay and second by Broome to defer action until January 2007. Motion carried.

AGENDA ITEM 13.0 – First Reading - National Board teacher certification administrative rules

Melody Schopp unveiled the National Board rules that need to be tightened up and better defined. Changes include a reimbursement program for National Board Certified Teachers (NBCT) and close some of the gaps regarding who is responsible for reimbursement, times, dates, accountability and what to do when educators leave the state or the district and how the notification of school districts which deserve payment will be addressed.

Schopp and Keith Moore are assembling a cohort of 10 to 12 Native American educators, on two reservations to begin the process of becoming National Board Certified Teachers through Professional Development Opportunity funding.

Motion: Motion by Broome and second by Simmons to move to a public hearing during the January Board meeting. The motion carried.

AGENDA ITEM 14.0 – Transfer credit for specialized nonpublic education programs

Melody Schopp explained when students are in state run programs for short periods and re-enter the public school districts, some school districts are not accepting the credits the student had earned.

Judy Hoscheid, Department of Social Services, re-affirmed students in state-care facilities are having problems with the transfer of credits when they re-enter public education facilities.

Schopp stated if students have earned the credits to graduate, while placed in nonpublic education programs, the credits they earned will transfer to their local home district and their diploma will reflect that.

Motion: Motion by Nicolay and second by Hoyt to move to a public hearing during the January Board meeting. Motion carried.

AGENDA ITEM 15.0 – Edits and Additions to Article 24:06 School Buses

Jim Shafer, Manager of School Bus Inc. and treasurer of South Dakota School Transportation Association, relayed information about the National Conference of Student Transportation held every five years. At the conference, the national minimum standards are created.

Shafer stated that two standards which were repealed in 1992, ARSD 24:06:06:07 (Duty Hours) and ARSD 24:06:06:25 (Towing of Trailers) need to be reinstated into 2005 standards. A requirement that if a vehicle fits the definition of a school bus, the driver must have a Commercial Drivers License (CDL).

The number of passengers that meet the definition of a school bus, within SD, is 10 and above.

Melmer raised questions about CDL requirements and Shafer stated that if the bus is yellow, has 15 or more passengers and goes to and from school the driver should have a CDL. There are currently 1700 school buses in SD and 150-200 vehicles are affected by this rule.

Shafer asked that SD adopt the national standards of hours of service. The major rule for hours of service is that the time clock for the driver always starts after they have had 8 consecutive hours off. Then the driver can drive 10 hours, be on duty for 5 hours or a combination of up to 15 hours but the driver cannot drive over 10 hours in a 15-hour period until they have 8 consecutive hours off.

Broome and Nicolay voiced concerns about drivers throughout the state who will exceed the "20 hours" ruling and asked for more information on the "hour" definitions.

Melmer had concerns about how we would get the new rule to administrators and Shafer explained that the information would be disseminated through the training sessions this summer. Shafer said that he thinks that the two-hour training session is not adequate.

Porch felt that the new rules would severely affect smaller school districts and questioned the need to address this as the BOE. Broome assured Porch that schools are very cognizant of the length of time their drivers are on the road and would not put drivers in over exerted situations.

Schafer conveyed that training consists of a four hour program and 50 people were trained last year by School Bus Inc through site visits and Dakota Digital Network. Currently 25% of busing services being used are contractual and 75 % are independent

Melmer suggested that we have additional information brought to the next BOE meeting.

Motion: Motion by Nicolay and second by Simmons to move to a public hearing during the January Board meeting. The motion carried with two nays - Broome and Porch.

AGENDA ITEM 16.0 – First Reading – Social Studies Alternate Content Standards and Achievement Descriptors for students with significant cognitive disabilities

Linda Turner from Special Education programs presented the alternate content standards and achievement descriptors for students with significant cognitive disabilities.

Turner stated that a committee takes the grade level content standards and writes an alternate standard that is less complex but still maintains the integrity of the original standard. They insert target skills that show teachers how to teach the standards to students.

Motion: Motion by Waara and second by Broome to move to a public hearing during the January Board meeting. The motion carried.

AGENDA ITEM 17.0 – South Dakota 2006 Elementary and Secondary School Health Profiles

Dr Baron handed out PowerPoint addressing the preliminary findings of the South Dakota Secondary and Elementary School Health Profile Report. The School Health Profiles which is sponsored by Coordinated School Health, surveys principals and teachers in regard to health education curriculum and instruction as well as school health policy and environment. The elementary school survey is developed in SD and the secondary survey is developed by the Centers for Disease Control (CDC).

In January 2006, the elementary survey was mailed to 400 elementary teachers and 250 elementary school principals and the secondary survey was sent to 287 secondary principals and 287 teachers. All agreed that health education is vital for the students of SD.

Time and staffing are the most prevalent factors when it comes to districts having the amount of health education that staff feels is most effective. Dr Baron voiced that health education often is put aside so that students have more time to pursue other academic classes that go towards their graduation requirements.

Most districts in SD currently have tobacco policies in place and understand that preventative health education is vital.

The data gathered is used by Coordinated School Health, other state agencies and statewide school health partners to guide program planning and support requests for funding. Coordinated School Health has used the data to plan professional development events offered to administrators, teachers, school nurses, counselors, and others to assist them in their school health programming efforts. This includes work in regard to forming wellness committees that develop policies in their districts.

Kari Senger, from Coordinated School Health, answered questions in regard to how the wellness policy addresses vending machine limitations. The SD model wellness policy does recommendations for limiting vending machines and offering healthy choices. She clarifies that USDA does require that vending machines offering foods of minimal nutritional value cannot be available in the lunchroom or the surrounding area during

the breakfast or lunch meal services. However, each school can adopt their own wellness policy that can further restrict the availability of vending machines and the food and beverages available.

Nicolay asked for the full report and for a justification of how, by doing this survey, we are helping or making a difference in SD. Nicolay wondered if this was a necessary survey.

Once Dr. Baron finishes the written School Health Profiles report, Coordinated School Health will provide a copy to board members. Kari Senger will provide a report on what schools are implementing in regard to the health and physical education graduation requirements and school wellness policies at the March meeting.

AGENDA ITEM 18.0 – Secretary’s Report

Melmer stated that the Dakota Corp scholarship currently supports 55 students. \$5,400 per year in tuition fees is dispersed over a four-year period to each student, which totals over \$20,000.

Melmer and Pogany have visited laptop initiative schools across the state.

Melmer is very pleased by the extra lengths that the schools have gone to submerge themselves into the program and the schools are ahead of timeline.

The State Library is still working on the transition plan and Melmer suggested that Dorothy Liegl make a presentation at the January Board meeting.

Melmer expressed that SD will not pursue being a part of the NCLB Growth Model program due to budgetary issues.

Legislative items have been sent to the Governor’s office for review and Melmer will reveal them at the January meeting.

The Teacher Leadership Conference was successful with 396 teachers in attendance. Kim Oliver, National Teacher of the Year spoke as well as the Governor. Superintendents have requested to have the conference moved to August, even though the Governor and teachers are not excited about moving the date.

Melmer expects NCLB reauthorization to be a big topic at the CCSSO fall conference.

The consolidated application process is being worked on and DOE agrees that this is a process that must be improved.

Melmer presented Zebra, the new teacher newsletter. The Zebra includes information, resources, strategies and motivational items that can directly assist schools.

Melmer asked that there be a standard BOR item on the agenda every month.

Melmer and Waara will be at the Work Force Development meeting in November.

AGENDA ITEM 19.0 – 2007 Board of Education Meeting Schedule Selection

January 22 and 23

March 19 & 20

May 21 & 22 (in Sioux Falls)

July 16 & 17

Sept. 17 & 18 (in Mitchell)

November 12 & 13

AGENDA ITEM 20.0 – Election of Board of Education

Duncan relieved the gavel to Melmer for election. Fouberg made a motion that Kelly Duncan be nominated as president and Roger Porch as the vice president of the BOE. Seconded by Nicolay. Motion passed.

Broome will not seek a reappointment. Duncan thanked him for his commitment.

AGENDA ITEM 21.0 – DATE AND TIME OF NEXT MEETING

Duncan stated that the next board meeting would be held on January 22-23 in Pierre, at the Kneip Building.

I, Rick Melmer, Executive Officer of the South Dakota Board of Education, declare the foregoing to be a complete and true record of the minutes of the South Dakota Board of Education held on November 14-15, 2006.

A handwritten signature in black ink, appearing to read 'Rick Melmer', with a large, stylized initial 'R'.

Rick Melmer